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## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. The Nature of Writing

###### a. Definition of Writing

According to Nunan (2003:88) writing can be defined by a series of contrasts: It is both a *physical* and a *mental* act, its purpose is both to *express* and *impress* and it is both a *process* and a *product*. In line with Nunan, Oshima and Hogue (1998, p. 3) stated that writing is not easy, writing is process not a product, and writing is never complete. It means that in learning writing the students need to develop their idea in many exercise and can not only write in once time. Dealing with Oshima and Hogue's statement, Harmer (p.257) suggested that writing is a process of pre-writing phases, editing, redrafting, and publishing, it is writing as process not a product, but writing as a product is we are only focus in the aim of a task and in the end product.

Furthermore, Peter (2004, p.58) also state that writing is complex skill involving multiple processes. It can conclude that learning how to write need some process. Writing is not simple activity because there are many aspects that should mastery, such as vocabulary, sentence structure, language feature and also the ability of developing idea. Other statement from Sakolik in Linse

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(2006, p. 98) state that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

#### b. The Components of Writing

Raimes (1983, p.6) has suggested that the writer should be pay attention while writing to these components:

1. *Content*, the writer must be pay attention to the relevance, clarity, originality, and logic of writing.
2. *Syntax*, the writer should be able to compose the sentence structures, sentence boundaries, stylistic choices, etc.
3. *Grammar*, in here the writer should pay attention to rules of verb, agreement, articles, pronouns, etc. It is one of the important points that must master first. Because it is base of writing to arrange all of the words to be a paragraph, sentences, even essay.
4. *Mechanics*, it includes about handwriting, spelling punctuation, etc.
5. *Organization*, the writer should know about paragraph, topic and support, cohesion, and unity.
6. *Word Choice*, the writer should know how to apply vocabulary, idiom, and tone in writing appropriately.

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7. *Purpose*, the writer should know the reason for writing. it is the important one for the writer. What for the reason they write or what aim they write.
8. *The Writer's Process*, in here the writer should be aware of how to get ideas, write drafts, and revise in their writing.

**c. The Purpose of Writing**

Raimes (1983, p. 4) stated that the purposes of writing are to communicate with readers, to express ideas without pressure of face to face communication, to explore subjects, and to record experience. It is clear that the main purpose of writing is to communicate in written form. According to Ur (2003, p.163) the purpose of writing, in principle, is the expression of ideas, the conveying of a message to the readers, so the ideas themselves should arguably be seen as the most important aspect of the writing.

Furthermore, Coffin et al (2003, p.20) also mention that writing has several purposes: as assessment, as an aid to critical thinking, understanding and memory, to extend students' learning beyond lectures and other formal meetings, to improve students' communication skills, and to train students as future professionals in particular disciplines.

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Based on the ideas above, beside to communicate, writing also has several purposes such as to educate, to persuade or assessment.

**d. Types of Writing****1. Imitative**

This type is to produce written language; the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. It includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. At this stage, form is the primary while context and meaning are secondary concern.

**2. Intensive (controlled)**

This type focuses in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness.

**3. Responsive**

Here, this type requires learners to perform a limited discourse level, connecting sentence into a paragraph and creating a logically connected sequence of two or three paragraphs.

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#### 4. Extensive

It implies successful management all of the processes and strategies of writing for all purposes, up to length of an essay, a term paper, a major research project report, or even a thesis.

#### e. Elements of Writing

In relation to the idea, Harmer (2004, pp.4-5) has suggested that writing has four main elements as follows:

##### 1) *Planning*

In this point, the writers have to think about three main issues: the purpose of writing, the readers or audience of writing, and the content structure of the writing. In this step, the writers decide the topic. The topic is selected depending on the purposes of themselves. Then, the writers brainstorm their ideas about all things that are related to the topic and take notes about the ideas. The last, the writers make outlining of their writing. The writers write the main points and sub points in the order in which they plan write about them.

##### 2) *Drafting*

This is the first version of a piece of writing. The writers begin to write. The outline will be guided for the writers to write in the writing process. The writers should



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develop their ideas in the paragraph. The paragraph should be coherent between one with another.

### 3) *Editing*

This stage needs some revising to make it better. The writers edit their draft to improve the content and the style of their writing to make it more interesting and readable. In the editing process, the writers should check their writing. When writers edit their draft, they will make some changes. They often add a whole paragraph or more, take out one or more paragraphs, change the order of paragraph, add or take out whole sentences, rewrite the sentences, change the vocabularies and so on.

### 4) *Final Version*

After editing the draft and making the changes that are considered before, the writer can produce their final versions. In this step, the writers should rewrite their draft. The writer should take attention to detail of all words, sentences and paragraphs. It is the final paper of the writers writing and the result of the writing process.

## f. **Genre**

A genre can be defined as a culturally specific text type which results from using language (written or speaking) to (help) accomplish something. Based on Paterson (2015, pp.9-62) in

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Campbell High School text type book, there are some text types have been designed to assist the students with their class work either at school or at home. They are:

- 1) Recount

The text is to retell something that happened in the past and to tell a series of past even for the purpose of informing or entertaining.

- 2) Description

The text that provides detail to show the reader what you are referring to. Use detail words to allow the readers to picture what you are describing.

- 3) Discussion

The text is to examine (by argument) the consideration for and against an issue and come to a logical recommendation based on the evidence.

- 4) Explanation

The text that explains the processes involved in how and why something works.

- 5) Exposition

The text is to persuade the reader to believe something by presenting one side of the argument.

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## 6) Narration

The text is to amuse or entertain the readers and to tell a story.

## 7) Review

The text that is to provide information on a topic (a film, a book or a restaurant) whilst also presenting an opinion.

## 8) Procedure

The text that is to provide the readers with steps in logical order to understand the sequence or process.

## 9) Persuasion

The text that is to encourage the readers to accept a point of view based on the evidence and points provided.

## 10) Report

The text is to present information about something, as it is.

## 11) Analytical Exposition

The text that has the function is to persuade the reader or listener that something is in case.

## 12) Hortatory Exposition

The text is to persuade the reader or listener that something should or should not be the case.

## 13) Anecdote

The text that has function is to share with others an account of unusual or amusing incident.



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## **2. The Nature of Recount Text**

### **a. The Definition of Recount Text**

There are several definition of recount text based on some expert. Based on Hornby (2000, p. 978) recount text is one of kinds of story genre, recount tells somebody about something, especially something that you have experienced. According to Anderson, a recount text is a piece of text that retells past events, usually in which they happened. Recount text is the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened (Pardiyono, 2007 cited in Ibnu Solihin). According to Hyland (2003, p.20) the purpose of recount text is to reconstruct past experiences by retelling events in original sequences.

### **b. The Generic Structure of Recount Text**

Based on Lancashire Country Council (2008, Pp 6-7) the generic structures of recount text consist of orientation, sequence of events, and orientation.

#### **a. Orientation**

Recount begins by telling the reader who was involved, what happened, where the event took place, and when it happened. Orientation gives reader background information

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needed to understand the text, and the reader will recognize about scene setting and context of the text.

b. Sequence of Events

Event is the main activities that occurred in the story of the text. In writing recount text, events are ordered in a chronological sequence. Sometimes, additional detailed is added to the text to give some information for reader.

c. Reorientation

Reorientation is a closing statement that may include elaboration. Some recount texts also have a concluding paragraph. In this concluding paragraph, the writer can give his/her personal comment or statement, but it is optional one.

c. **The Grammatical Feature of Recount Text**

According to Hyland (2004. p. 135) Recount text also has grammatical Features, they are:

1. Use of nouns and pronouns to identify people, animals, and things involved.
2. Use of actions verbs to refer to events
3. Use of past tense to locate events in relation to speakers' or writers' time
4. Use of conjunctions and time connectives to sequence of events

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5. Use of adverb and adverbial phrase to indicate place and time
6. Use of adjective to describe nouns

**d. The Types of Recount Text**

According to UC High School Kaleen Writing Handbook (2011, p. 26) recount text is classified into three:

**a. Personal Recount**

A Personal recount is where the writer is recounting the personal event that they were involved directly. It means that writer is actively involved in the activity of the event. The purpose of personal recount are to inform and to entertain the reader.

**b. Factual Recount**

A factual recount is a list record of a certain event. It can be used to retell the particular incident or event, such as an accident report, eyewitness, science experience, historical events, and newspaper report. Its purpose is just to inform the reader about what was going on in the past.

**c. Imaginative Recount**

An imaginative recount retells an imaginative story through the eyes of a fiction character. It means, the event that happened in the text do not occur in the real life. Its purpose is usually to entertain.

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Here the example of recount text:

**Our Trip to the Blue Mountain**

**Orientation** On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

**Event 1** On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

**Event 2** On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

**Reorientation** In the afternoon we went home.

Based on the statement above, it can be conclude that recount text tell about personal experience of the students. Recount text should be writing based on the generic structure or chronologically. Start from Orientation, events and reorientation.

**3. The Factors Influencing Students' Ability in Writing Recount Text**

Writing is one of difficult subject for students in learning English as Foreign Language. There are many students in the English class, especially for students in Junior High School do not know how to write a text. There are many factors that make students difficulties to writing

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a text, such as, the lack of vocabularies, students do not know how to make a sentences and students practice in writing.

According to Oshima and Hogue (1998, p. 3)writing is not easy, writing is process not a product, and writing is never complete.Its mean that to be able writing text, especially recount text, students should be do much of practice. Based on Muhibin in Ria (2012, p. 17) the influenced factors in learning are as follows:

#### a. Internal factor

The factor that came from the students themselves that consist of psychological aspects such as: interest, attitude, intelligence and motivation

#### b. External Factor

This factor consist of social environment such as : family, friends, teacher, and societies; and non-social environment such as: weather, air temperature, house, school and equipment.

Based on the factors that influence students in learning process above, teacher has important role to increase students'writing ability. Teacher should know how to make students interest and motivating to learn writing in English class. The strategy that teacher use in the class should influence students' writing ability. In this research, the researcher used sentence race game in English teaching and learning process of eight grade students at SMP N 1 Kampar Timur.



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#### 4. The Nature of Sentence Race Game

##### a. The definition of Game

To make fun and easier writing in the class, teacher should make creative ways in teaching and learning writing class. One of the ways is using a game in the class. There are many kinds of games in learning English as foreign language, such as, sentence puzzle race, running sentence, crazy story, sentence race game and etc. Based on Wang (2010,p.133) teaching English through game-like activities can cheer up the class and make language learning more pleasurable and easier to learn. In line with Wang, Wright (2006, p.1) states the word game means an activity which is entertaining and engaging, often challenging and an activity in which the learners plays and usually interact with others.

Using games in the learning and teaching process can make students more interest and motivating students in the class. Its support by Wang (2010,p.131) games are self-motivating to stimulate learners' interest and curiosity, which benefits learners best to play with the language in their first stages of language learning. The games that used by teacher in the class not only for have fun or make students happier but also should be suitable with the material that students learn. Its mean teacher should know what is the purpose of the games, its usefull or not for students. Its

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support by Hadfield (2005,p.5) a game is an activity with rules, a goal and element of fun.

In conclusion, its better to use a game in teaching proces. It will motivate students to learn English in the class. Using games in the teaching and learning process hoped will make students easier and enjoy to learning English, especially in writing. Thats way, the researcher used sentence race game in learn writing recount text.

#### b. Sentence Race Game

According to J-B (2005) sentence race game aims for reviewing or revising vocabularies and sentence structures. It will help students to arrange the short paragraph. Preschern (2007, p.6) suggested that young writers usually begin to write by creating sentences. They learn to create sentence by expressing what their teachers term complete thoughts. After mastering this feat, they move on to creating sentences that declare, question, or exclaim. Finally, they string together enough sentences to qualify as a paragraph and then a short story. In write a text or paragraph the students need much of vocabularies and should know how to make a sentence.

Pertaining to J-B (2005) the procedures of sentence race game as following: The teacher prepares a list of review vocabulary words, the teacher writes each word on two small pieces of paper. That means writing the word twice, one each

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paper. The teacher organized the pieces like bundles, two bundles, and two sets of identical words. The teacher divides the class into two teams/groups. Get them to make creative names. The teacher asks every student on each team should have a paper. Both teams have the same words. When the teacher calls a word, two students should stand up, one from each team. The students must then run to the blackboard and race to write a sentence using their word.

**B. Relevant Research**

According to Syafi'i (2015, p.103) relevant research is required to be observe some previous research conducted by other researchers in which they are relevant to our research. Dealing with this research, the researcher takes some relevant researchers that have been investigated by previous writer concerning about the area of writing, they are:

1. Ririn Tria Risti conducted a research entitled "Using Sentence Race Game in Teaching Writing Descriptive Text to Junior High School Students". In her paper, she state that there are some advantages in using sentence race game.

They are as following; students can practice their ability in making sentences in front of the class, students can be more interested with the learning process, students can evaluate their sentences with other students and the teacher, and students have self-confidence in publishing their work in front of their friends.

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She concluded that sentence race game is useful to review and revising vocabularies and sentence structure.

2. This research also supported from a journal and an article. From the journal is entitled “Using Chain Stories to Improve the Ability of the First Year Students of MA Dar-El Hikmah Pekanbaru in Writing Recount Text. The research is written by Putra A.P (2013). The method which used in his research is classsroom action research. The finding of his research show that chain story can be significantly effective in teaching writing of MA Darel Hikmah Pekanbaru.

The result of this research are: The students’ average score in pre-test is 41.56. It means that the level of the students’ writing ability is 41.56. The achievement of the students’ writing ability is smaller than the minimum criteria of achievement that is 65. The use of chain stories in teaching and learning process is effective. The average score of post-test in cyle 1 is 62.04 and the average score of post-test in cycle 2 is 75. It means that the students’ score is higher than the minimum criteria of achievement. It shows that there were significant improvement that could be achieved by the students in writing recount text.

The involvement of the students in class activity and group activity in cycle 1 is 76.7 and in cycle 2 is 80. It means that more



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than 65% of students in class were active in teaching and learning process.

### C. Operational Concept

Operational concept is a main element or a concept to clarify the theories to avoid misunderstanding and misinterpretation. This research is designed into two variables, variable X and variable Y.

#### 1. Variable X

Variable X is Sentence Race Game. This is the independent variable. The indicators of Sentence Race Game as follows:

- a. The teacher prepares a list of review vocabulary words.
- b. The teacher writes each word on two small pieces of paper.  
That means writing the word twice, one each paper.
- c. The teacher organized the pieces like bundles, two bundles, and two sets of identical words.
- d. The teacher divides the class into two teams/groups. Get them to make creative names.
- e. The teacher asks every student on each team should have a paper. Both teams have the same words.
- f. When the teacher calls a word, two students should stand up, one from each team. The students must then run to the blackboard and race to write a sentence using their word.



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## 2. Variable Y

Variable Y is students' ability in writing recount text. This is the dependent variable. The indicators of students' ability in writing recount text as follows:

- a. The students are able to develop the ideas in writing recount text.
- b. The students are able to write recount text based on the organizational structure correctly.
- c. The students' are able to use appropriate vocabulary in recount text.
- d. The students are able to use grammatical feature correctly in recount text.
- e. The students are able to use punctuation and spelling appropriately in writing recount text.

## D. Assumption and Hypothesis

### 1. Assumption

In this research, the researcher assumes that the better the Sentence Race Game is applied in teaching and learning writing on recount text, the better the students' writing ability on recount text will be.

### 2. Hypothesis

$H_0$  : There is no significant effect in the students' writing recount text ability taught by using sentence race game and taught without using sentence race game at SMPN 1 Kampar Timur.

$H_a$  : There is a significant effect in the students' writing recount text ability taught by using sentence race game and taught without using sentence race game at SMPN 1 Kampar Timur.

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